**First Grade – 14-1 Comparing and Ordering by Length**

**Edgemont Elementary- Joyce Acosta, Kim Brinton**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: Connecting cubes, Classroom objects of different lengths (Pencils, crayons white board eraser, etc.) |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily Spiral Review  Problem of the Day | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   DAY 1: This is the word “longest” Repeat the word three times.  Turn to your neighbor and tell your neighbor what you think it is.  Let me show you some objects. Does that help clear any ideas?  Turn and share with your neighbor.  DAY 2: Restate the definition of longest and give examples. Draw a picture in your math journal.  Repeat for the word “SHORTEST.”  DAY 3: Find and compare objects around the classroom.  DAY 4: Draw additional pictures in the math journal and write related words. Tell why you chose these specific objects and explain your thinking.  DAY 5 Get together in tables or groups and discuss your math journal entry. Compare what your neighbor’s journal entry to yours.  DAY 6: Take all objects from the group and place them in order from shortest to longest. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Each group shares and whole group observation. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-0n)*  *See Whole Group Instruction - Discuss* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Envision Math Page 397-398.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use box of objects. Place in order from shortest to longest. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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